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ABSTRACT

This monograph describes the role of the middle school counselor and middle school teacher in developing an educational program that meets the developmental and individual needs of students. The author identifies the broad-based and multi-dimensional perspectives of such a program and suggests that teachers and other school personnel should share guidance responsibilities. The needs of the emerging adolescent are described in terms of six developmental tasks, illustrated by student dialogues. The role of the counselor in consulting and coordinating as well as counseling is described. A sample of available resources are listed in an annotated bibliography. A role statement for counselors developed by the Virginia School Counselor Association and the Virginia Association for Counselor Education is appended. (JAC)

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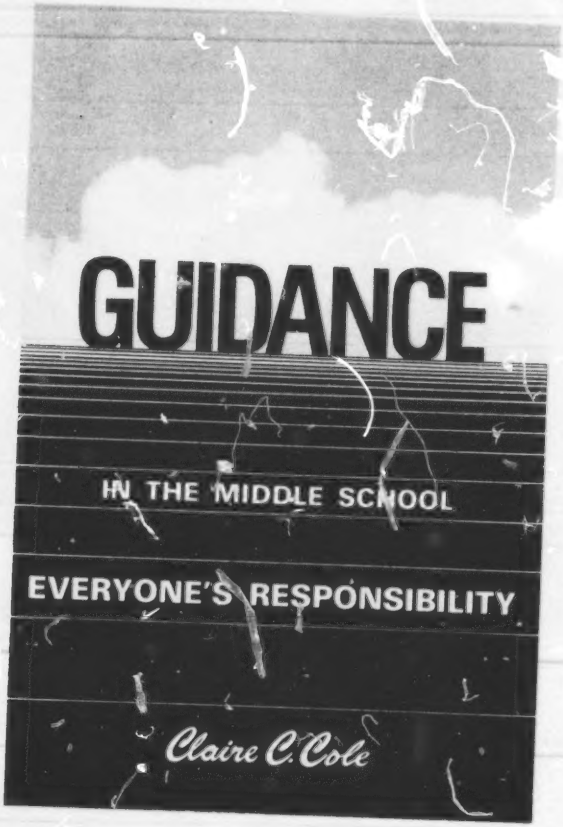

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As the NMSA Publications Committee extends its list of special publications, it takes great pride in including this monograph. Guidance is certainly one of the most critical components in a middle school program, yet relatively little material on this program area is available to educators. This publication will fill a clear need for a brief, easy-to-read, theoretically sound statement. The Committee recommends it to all interested persons, both in the profession and among the general public.

Sincere appreciation is expressed to Claire Cole for preparing this manuscript and making it available to the Association to become a part of our growing pamphlet series. Thanks, too, to John M. Lounsbury for overseeing the production of this monograph.

Don K. Deller, Chairperson
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FOREWORD

Guidance has been a major function and responsibility of intermediate education since the beginning of the junior high school movement at the turn of the century. The early literature is surprisingly contemporary in its advocacy of guidance and personal exploration. That the junior high school, however, failed to implement adequately this educational responsibility is well known. The middle school movement has presented a second chance to fabricate an educational program that recognizes fully the important developmental and individual needs of emerging adolescents.

Unfortunately, the stereotype of a guidance counselor still seems formed out of the senior high school model. To most, the counselor is seen as the college scholarship assister, the test interpreter, the arbitrator on scheduling problems, and, all too frequently, the administrative assistant. But such an image is incorrect and inappropriate when applied to the middle school.

To define fully the role of the middle school counselor and that of the middle school teacher is to describe much the same task. A middle school counselor is a teacher, and a middle school teacher is, or ought to be, a counselor.

Claire Cole, the Guidance Coordinator at Blacksburg Middle School, Blacksburg, Virginia, presents a very descriptive and easy-to-identify-with picture of guidance in the middle school in this monograph. As the title emphasizes, such a guidance program is broad-based and multi-dimensional. Dr. Cole is a very active and committed professional, an acknowledged authority in the field of student personnel, a middle school advocate, an on-the-firing line practitioner, and, in addition, a mother of early adolescents. From all these vantage points, she is able to bring a perspective on middle school guidance that needs to be communicated within the profession and beyond to the general public. This publication deserves wide distribution to parents and the public, as well as to professional colleagues at all levels of education. Written with realism and amply illustrated with genuine dialogue, I believe this pamphlet will make a difference in the effectiveness of the middle school movement and especially the critical, but often neglected, guidance phase.

John H. Lounsbury
Editor, *Middle School Journal*

GUIDANCE IN THE MIDDLE SCHOOL: EVERYONE'S RESPONSIBILITY

Middle school students are constantly changing as they pass from late childhood into early adolescence through a time aptly called *transescence*. These changes are often

—thrilling: "Mom, he asked me for a date!"

—upsetting: "I used to be able to get along with my parents but now it seems like we fight all the time."

—mortifying: "Everyone was looking at me and I thought I'd just die!"

—perplexing: "I can't decide whether to take chorus or art or French next year."

—exhilarating: "I made the team!"

—and almost all confusing, at least to some degree.

At the same time students are experiencing transescence, the adults around them are trying, with varying degrees of success, to adjust to these emerging adolescent personalities. It can be very difficult for adults — parents, teachers, administrators, counselors — to live and work effectively and peacefully with a young person who is one day a child, then next an adult, then again a child. Consider the following example.

> *"Our son Jamie has been in the gifted program for several years, a leader in our church youth group, and a budding star athlete. Lately his grades have dropped to C's; he doesn't even want to go to church with us anymore. His coach is thoroughly disgusted with his basketball playing — or the lack of it. All he seems to want to do is to talk on the telephone behind closed doors during the time he used to study. His little brother got the phone first once last week when it rang, and said there was a GIRL on the phone asking for Jamie. We've got to do something; we can hardly live with him anymore. Are other kids this way? Can you help us?"*

WHY? RATIONALE FOR THE GUIDANCE PROGRAM

The middle school has emerged in the last two decades as a school focused on facilitating the development of the pre- and early adolescent. There is a clearly evident guidance function in an institution based on developmental tasks of emerging adolescents — a function shared by all school staff and logically extended to some community members. It is important that some direction concerning the guidance function, distinct from training designed for elementary and secondary teachers, be given to counselors, teachers, and administrators of the middle school age group, a student group which comprises about one-fourth of the total school population.

Because of the transitional nature of the school, guidance counselors, teachers, and administrators in middle schools share in programs that have elements of both elementary and secondary guidance programs, yet are specifically designed to meet the needs of the emerging adolescent. These needs can be expressed as at least six developmental tasks.

TASK 1: TRANSESCENTS BEGIN TO DEVELOP AN IDENTITY INDEPENDENT OF ADULTS.

"I shouldn't be sitting here, having these thoughts about my Shonica, but I'm so tired from working all day and I don't want to be at this school tonight. Why won't these youngsters sit still and hush while we wait for this play to begin? Shonica looks nervous. Bet she's worried about how I will act around these fancy folks. And how her little sisters will behave, and if we're dressed like everybody else, and what they'll think about an all-female family with no man, and goodness only knows what else. Well, those things worry me, too. What's that child saying? Shonica wrote this play? My Shonica? I didn't know she could do that! Wonder what else I don't know about her. I know she's got brains. Maybe I'd better call that counselor and get her to help me think about my child's future so she'll have an easier life than mine. Wonder if he can see me early in the morning so I won't have to get off from work and miss that money . . ."

TASK 2: EMERGING ADOLESCENTS CONSIDER THEIR OWN VALUES AND ATTEMPT TO RESOLVE MORAL CONFLICTS RESULTING FROM INCREASED INDEPENDENCE AND WIDER CONTACT WITH THE WORLD.

"We've got some problems here. Two seventh graders reported to me that a classmate of theirs has been taking candy and gum from the 7-11 store on the way to school. They don't want to be tattletales, but they don't want their friend behind bars for life, either — and they're sure that's the penalty. Also, the youth officer from the police tells me there was some parking lot drinking at the high school last week that included some of our eighth graders. And that baggie found in the boys' locker room yesterday really seems suspicious. As principal, I've got to do something. How about the teachers talking to the students about values, alternatives, peer pressure, and consequences in the next teacher advisory period? Can you counselors help them do that?"

TASK 3: MIDDLE SCHOOLERS MUST LEARN TO COPE WITH EMOTIONAL, PHYSICAL, AND SOCIAL CHANGES THAT OCCUR BETWEEN CHILDHOOD AND ADOLESCENCE.

"As I walked by Julie's door, I was astounded to see my beautiful daughter hitting herself on the top of her head with both hands. When I asked her what she was doing, she burst into tears and said, 'Oh, Mom, I'm the tallest person in the seventh grade and I just have to stop growing! No boy will ever ask me for a date and I'm so big and ugly, I could just crawl in a hole forever!' You're her counselor; can you help her understand that others will catch up in size? And can you help me live with her until they do?"

TASK 4: TRANSESCENTS NEED TO EXPLORE THEIR INTERESTS AND CAPACITIES AND THEIR RELATIONSHIP TO FUTURE EDUCATION, WORK, AND LEISURE.

"My language arts teacher sent me to see you because he's worried about my attitude, he says. My parents expect me to go to college because my brother went, but I really don't like books much. I make pretty good grades in math and I like messing around with that computer they have in the math lab. Isn't there a computer class at the high school? Can I take that keyboarding next year in the 8th grade? Do you have to go to college to work with computers? Will I make any money doing that? Will you help me tell all these answers to my parents?"

TASK 5: EACH MIDDLE SCHOOL STUDENT TRIES TO UNDERSTAND THE RELATIONSHIP BETWEEN HIM/HERSELF AND THE PEER GROUP.

"How did I get to the counselor's office today? Well, you see, Toni used to be my best friend, until fifth period today. She gave the seat she always saves for me in the cafeteria to Michelle, and I got mad and dumped my lunch tray on both of them, and everybody was laughing and cheering and everything, and the lunch duty teacher sent us all to the office. The assistant principal listened awhile and then said she thought this was guidance instead of discipline and here I am. Will you change my schedule so I don't ever have to see Toni and Michelle again?"

TASK 6: EMERGING ADOLESCENTS ARE LEARNING TO MAKE DECISIONS AND TO ACCEPT RESPONSIBILITY FOR SELF.

"Why do I want to drop chorus? Well, I never wanted to take it in the first place, but Debbie, she was my best friend last May when we signed up for stuff, she wanted me to take it with her. But I really don't want to be in there. My other grades? Well, my science isn't so hot, but my mother says that's okay because she never liked science either, and my dad says girls aren't supposed to be good at math . . . What do I think about my classes? Well, gee, I really don't know . . ."

The concept of the middle school, dedicated to the total development of the emerging adolescent, emphasizes the need for a strong guidance program as an integral part of the school. To be effective, this program must recognize students' rapid but varying rate of change and must be responsive both to the individual and to the students as a group.

There has been some description of a middle school guidance program (Bohlinger, 1976; Cole, 1979; Miller and Pappas, 1979; Stamm and Nissman, 1979), but as yet a clear concept of what constitutes a middle school guidance program has not emerged. "The Role of the Middle School Counselor in Virginia" (Appendix A) became the basis for a role statement for middle school counselors recently adopted by the American School Counselor Association.

WHO AND WHAT? PERSONNEL AND ACTIVITIES

THE COUNSELOR

A middle school program must include professionally trained counselors who possess skills in working with groups and with parents. They must be well-versed in the developmental tasks of the transescent, as well as competent in traditional counseling skills. Guidance aides, clerical persons, and other paraprofessionals can free counselors of much routine work and allow them to do the job for which they were trained, and for which they are probably being compensated at a much higher rate than a clerical scale.

> *"Let me get this straight. You're telling me that you want me to stick those pictures on the cards in the students' cumulative folders. Yes, I understand that sometimes the police have to come in and identify somebody. But I have a specialist's degree in counseling and I think it's a waste of my time to do that, as well as your money. You're paying me $20,000 a year to stick pictures on records?? I don't even have a course in that!"*

The guidance professional has the responsibility for managing the entire guidance program, as well as providing direct service to students, parents, teachers, and others. Four roles are important for the middle school guidance worker: counseling, consulting, coordinating, and functioning as a specialist in certain areas of the curriculum.

Counseling

In counseling, the guidance professional is most concerned with a developmental, preventive approach, although recognizing that crisis counseling must also be available. Transescents are not yet so attuned to their peers that they disbelieve all adults, so the middle school counselor still has a good chance to help counselees learn new behaviors. The counselor can help students clarify values and develop coping skills as they explore their interests and abilities, encounter unfamiliar moral dilemmas, and stretch their capacity for abstract thinking.

"Now, let me make sure I understand what you're saying. During the quiz Sarah looked over on your paper and copied one of your answers. You're sure this happened? Then when you graded her paper, you marked that one wrong because you knew she'd copied it from your paper. Now she's mad at you because the teacher thinks she cheated, and she says she didn't. And you think you did the wrong thing because you really value Sarah as a friend. Yet you believe that cheating is wrong. Right?"

Although some students will need individual counseling, group counseling is probably the most effective mode for most middle schoolers as they find their way into and with the peer group. The herd instinct which makes middle schoolers almost compulsive group members can be a powerful counseling force when skillfully facilitated. The group setting not only makes for greater transescent comfort, but also offers an arena for practicing communication skills and trying out other new behaviors in a secure environment with opportunity for feedback. Conflict resolution — preferably *before* the conflict; career counseling; questions of conscience, conformity, social sensitivity, and sexual and sex-role behavior can be explored in developmental counseling sessions so that students have a greater knowledge of who they are and what they believe as they are confronted with adolescent decisions. Counselors can offer group counseling to deal with normal feelings of uncertainty, such as those arising from physical and emotional changes, thus reducing the need for crisis counseling as change occurs.

"Attention, students. If you would like to learn how to get along with your parents better, sign up for the groups now forming with the guidance counselors. To belong, you must be willing to try to change yourself, to help others in the group change, and to attend meetings regularly. Talk to your counselor if getting along with your parents is something you'd like to do better."

Consulting

Consultation is an important way by which a guidance worker can affect the students' environment in seeking to design the best climate for achievement of developmental tasks. The consultant works indirectly with teachers, administrators, parents, peers, and others to bring about change for the individual student. Helping teachers to design activities so that students can get along better in groups or planning exploratory units in career education for students in the early stage of career development are ways that the counselor works as a consultant. Often the counselor/consultant is expected to describe transescence to teachers, parents, and others so that adults can deal more understandingly, and perhaps less emotionally, with the age. The counselor functions as a consultant by participating as an interdisciplinary team member within the school; by conducting parent seminars; and by leading staff in-service education on needs and characteristics of transescents.

"Attention, parents. If you would like to learn how to get along with your child better, contact the guidance department about parent

groups now forming. To belong, you must be willing to try to change yourself, to help others in the group change, and to attend meetings regularly. Talk to a counselor if getting along with your child is something you'd like to do better."

Coordinating

Coordinating allows the counselor to refer the students and their families to a more appropriate or more skilled helper than the school guidance program provides. When, for example, a child has particular difficulty achieving developmental tasks, referral to another source of help may be necessary. A child who cannot make friends, a parent who has trouble allowing the transescent a measure of independence, or a family facing acute distress may require therapy beyond the scope of the school counselor. Likewise, inadequate physical or emotional development may require medical or psychological assistance. The school counselor frequently becomes the referral agent for parents seeking help for themselves or their children, as well as the receiver of information from referral sources. Serving as a coordinator of services beyond the guidance program enables the counselor to greatly extend the scope of helping services available.

"Let's see now. I passed the report from the Crippled Children's Bureau on to the team leader, as well as the booklet on spina bifida. A copy of the suggested physical activities went to John's adaptive PE teacher and to the school's physical therapist. His science teacher is going to find someone to eat lunch with John in his classroom, since he can't get down the stairs to the cafeteria. The principal is checking on the progress of the elevator and the custodian has lowered the shelf in the locker so John can manage his own things. I still need to check with the speech therapist and find out where the referral for testing for learning disabilities has bogged down. Of course, the LD class is on the second floor and I'm not sure how we'll manage that with the wheel chair . . . maybe the elevator will be in by then. Has anyone checked with John's mother about what time the bus for handicapped students will get him home each day? And what does he do about his urine bag?"

Specializing in curriculum areas

Many of the activities typically called group guidance fall to the role of the curriculum specialist. The guidance professional is a specialist in areas such as transescent growth and development, career information, communication skills, human relations, and student appraisal. Decision-making as a process, career exploration, and values clarification are appropriate areas of teaching for the guidance counselor, either with students in small groups, with a classroom group, or teamed with a subject area teacher. The counselor also serves as a curriculum specialist by helping other faculty find and use career education and personal development materials and by designing exercises to be conducted by teachers in advisory or homebase groups.

"We're having lots of interest among parents about helping their children choose courses at the high school, and also some inquiries about careers based on the career exploratory class their kids are taking. I'd like to invite parents to an evening group and use the new book by Hummel and McDaniels, How to Help Your Child Plan a Career, as a basis for discussion. I think I could get them to come over from the university and do the opening session for us. Yes, I know we don't have any money to pay them, but they're good friends of mine, and I'll make that clear. What do you think of the idea otherwise?"

THE TEACHER

The role of the teacher in the guidance program is more direct at the middle school level than for either elementary or secondary school. While all public school teachers are expected to share in the guidance program by being "first-line" listeners, facilitators of personal and career development, and referral agents to other helpers, middle school teachers have a more direct role through advisory, home-base, or other such time structures. An advisory or homebase program is scheduled time where relationship-building between a teacher and a small group of students is the prime objective, built around activities to promote self-esteem, develop decision-making and human relations skills, offer goal-setting experiences, and provide a point of contact for parents (*Guidelines for Middle Schools in Virginia,* 1980). In such a program, teachers are responsible for being advisors and mentors for their assigned students and often conduct group guidance activities in communications, career development, exploratory and special interest areas, and other such non-academic topics.

Often the teacher is a part of an inter-disciplinary team which includes a counselor. This arrangement provides opportunity for a planned program where teacher and counselor work closely together with parents and students, with the teacher taking an active guidance role and the counselor working with the teacher in a classroom setting. Teachers in a middle school often plan their academic work so that developmental tasks of the transescent can also be facilitated, such as giving the opportunity for group work, allowing for physical movement, and encouraging wide exploration of interests. A teacher attuned to middle schoolers' development will be able to respond to such characteristics as exuberance, impulsivity, extreme sensitivity, tears, roughhousing, fidgiting, and learning spurts and plateaus without overreacting and creating further difficulties.

"You know, I really didn't want to do that advisory activity that you gave us where students were supposed to express their feelings about things and practice listening to each other. I thought to myself that I wish all I had to do was sit around and drink coffee and dream up these dumb activities for us to do in advisory — just kidding, of course! Well, I want to tell you that I was surprised at how they got

into that. Did you know that Mike actually sat and listened to that new little girl with the bad speech problem? And I decided, well, if it'll work in advisory, maybe I ought to see about trying it in that awful sixth period art class you scheduled for me — just kidding, of course! And you know, they really started talking about colors and moods and feelings. I'm going to try the same thing in first period tomorrow; want to come in?"

THE ADMINISTRATOR

As at other school levels, strong administrative support is essential for a fully functioning, effective program of guidance and counseling. Provision of adequate space, staff, and materials is an administrative responsibility, as well as enthusiasm for the kind of innovation that is desirable in a middle school guidance program that interacts with the community. Additionally, the administrator can publicly voice his support for such programs as developmental group guidance, thus avoiding much criticism counselors might otherwise receive if it is necessary to have students miss class occasionally for group meetings. Frequently the middle school administrator provides direct guidance service to students by being assigned an advisory or homebase group of students. The administrator is also cooperatively involved with counselors and teachers in interdisciplinary team planning and teaching.

As in the elementary and secondary schools, administrators play a large role in making the guidance program an integral part of the school. Discipline and guidance are a traditional dichotomy in a school. In a middle school, however, much of what is regarded as "discipline" may be very much related to transescent needs. While the difference between the punitive and counseling roles must be emphasized, the guidance counselor and the disciplinarian may find themselves working together efficiently as a team as they help students learn more effective ways of interacting with each other. Since middle school parents still typically involve themselves in shaping and monitoring students' behavior, it is likely that administrators and counselors will play supportive roles in parent conferences.

"We're pleased that you could come to school for a conference today, Mr. and Mrs. Hopkins. We've been concerned about Timmy's behavior. I'm the assistant principal and this is the counselor. What? Yes, I know the man's usually the administrator and the woman's usually the counselor, but actually, what we do is try to work together to help your child . . ."

PARENTS AND THE COMMUNITY-AT-LARGE

Parents and other community members can extend the guidance program beyond the school walls. Group sessions with parents can often be held outside the school building, focusing on developmental concerns of the children, how to encourage career exploration, and how to cope with transescents. This kind of contact will potentially improve parent/child communication, as well as

school/community relations. Coordination of parenting and schooling should improve chances for success in both areas. Parents of middle schoolers usually still communicate civilly much of the time with their children and exercise control over many aspects of their transescents' lives. As they begin to relinquish authority over emerging adolescents, before they begin the almost inevitable conflict of the teenage years, parents must be included in the school's guidance program.

"I asked my son how come he made these terrible grades and he looked me right in the eye and said cool as you please, 'Dad, homework's just not my thing.' I couldn't believe my ears! I didn't think I heard him right, and he had the gall to repeat it exactly the same way. Let me tell you, he's got a new thing now — called homework. I pay my taxes so he can get a better education than me. You know what's wrong? It's because he's been with his mother the last few months, her and that man she lives with, and they're too busy to see about his school work. Can I come and meet with the teachers? Well, I'm pretty tied up at work, but maybe my — uh — girlfriend could come instead. A single parents' group that meets down the street from me, you say? You mean other parents call you about the same thing? And they just kind of get together and talk? I don't know — but let me have that phone number again, please."

As with other aspects of education, members of the community should be included wherever possible as resouces for the school guidance program. Volunteers can be particularly helpful in the guidance program in areas such as offering special interest mini-courses in advisory programs and in talking about their careers. Persons who have non-traditional work roles, members of minority groups who lead successful lives, and those who cope well with handicapping conditions can be inspirational role models for middle school students. Workers in the community can serve as hosts for students to shadow them in their jobs or for career education field trips.

"You say you read in the other newspaper article about the eighth grader shadowing the reporter and learning about her career? It was a nice story; we appreciate their helping us out. Your paper wants to participate, too? Well, sure, we can find a student who'd like to spend some time with you. And you'd like to do a story on the program, also? Yes, I think we can arrange that. No, we aren't the private free school in town; we're the public middle school. Yes, it's a guidance project, and we've had tremendous support from the community."

As the middle school emerges and changes as an institution, there is opportunity for the guidance and counseling program to develop concommitantly as a service unique from the elementary and secondary level. Roles for different persons in the school — the guidance professional, the teacher, the administrator — as well as opportunity for community involvement, can be established and defined so that guidance truly becomes a shared function for all school personnel and extends into the community beyond the school.

USING WHAT RESOURCES? A SAMPLE OF WHAT'S AVAILABLE

For Counselors

Gray, H. Dean and Judy A. Tindall. *Peer Power*. Muncie, IN: Accelerated Development, 1978. Also there's a companion book for the trainer, *Peer Counseling*.

This book describes what is involved in peer counseling and provides a series of modules on helping, attending, communication stoppers, empathy, summarizing, questioning, genuineness, confrontation, and problem solving, with lots of exercises for practice.

Miller, Gary and John Pappas. *Middle School Counselors' Handbook*. Lexington, MA: Ginn Custom Publishing, 1979. The editors have compiled narratives of eighteen activities or programs on topics ranging from how-to-study groups to school orientation to parent forums to TA for middle schoolers. The format includes a description of the activity or program and the name and address of the person to contact for more information.

Stamm, Martin L. and Blossom S. Nissman. *Improving Middle School Guidance*. Boston: Allyn and Bacon, 1979. Since guidance is seen by many to be a shared function among all who work in a middle school, this book will be very helpful to those defining their roles in the guidance program. Chapters include "Guidance Skills Needed by Teachers and Administrators" and "Guidance Techniques for Middle School Teachers."

Those interested in middle school guidance will find these journals of particular interest.

Elementary School Guidance and Counseling, especially the "Middle School Counselors' Corner" column

Middle School Journal

School Counselor

Personnel and Guidance Journal

State branch journals of Personnel and Guidance Associations, such as *Texas P & G Journal, Virginia P & G Journal* (the latter had a theme issue on middle school guidance in the spring issue of 1981)

Vocational Guidance Quarterly

For Counselors, Teachers, and Others

The items will be especially useful for classroom group guidance, teacher advisory, and similar programs.

Amatea, Ellen S. *The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teachers.* Tallahassee, FL: Florida Department of Education, 1975.
Both theory and activities are included in this very useful book. While designed for the elementary level, it includes activities that are either suitable or adaptable for the middle school years.

Barker, Larry L. *Communications Vibrations.* Englewood Cliffs, NJ: Prentice-Hall, 1974.
Communications of all types are the subject of this book; the message is more appropriate for adults than children, but the activities can be adapted to use with kids. It includes such offerings as "How to Speak in Public Without Butterflies", "The Fine Art of Complaining", "A Snob's Guide to TV", "Is Language Sexist?", "Hearing Is a Way of Touching" and "The short Unhappy Life of the Boy Who Wouldn't Listen." This book is not for the educationally inhibited, but it's pretty interesting.

Canfield, Jack and Harold C. Wells. *100 Ways to Enhance Self-Concept in the Classroom.* Englewood Cliffs, NJ: Prentice-Hall, 1976.
The authors review the strong relationship between self-concept and learning, basing their book on the premise that improving a child's self-concept is the best way to increase his/her academic success. 105 activities for use in the classroom follow, with detailed instructions on how to conduct them. Some of these exercises are really simple to do and will probably stimulate the user to design others that are similar.

Dinkmeyer, Don and Lewis E. Losoncy. *The Encouragement Book: Becoming a Positive Person.* Englewood Cliffs, NJ: Prentice-Hall, 1980. Appropriate for teachers, counselors, parents, and just about everybody else who ever comes in contact with other people, this book encourages self-examination of attitude. The authors — elementary folk will recognize Dinkmeyer as the father of DUSO the Dolphin — include lots of exercises for the reader.

Mattox, Beverly. *Getting It Together: Dilemmas for the Classroom.* San Diego: Pennant Press, 1975.
Based on Kohlberg's stages of moral development, this book presents dilemmas — situations for which there is no clear-cut correct answer — for discussion in the classroom. The book was designed around the idea that the way a person thinks s/he would react in a moral situation usually parallels reaction in a real-life setting. Therefore, discussing and thinking through moral dilemmas should help a student to move to a higher stage of moral development. Situations presented are designated as primary, elementary, or junior/senior high level, but most can be adapted to use with middle schoolers.

Mitchell, Joyce Slayton. *The Classroom Teacher's Workbook for Career Education.* New York: Avon Books, 1979.
This is a very comprehensive book telling how to incorporate career education into the regular classroom activities with extensive listings for further help for students. It is broken down into strategies for various subject matter areas and has a section on special materials for special groups.

Simon, Sidney, Leland Howe, and Howard Kirschenbaum. *Values Clarification.* New York: Hart, 1972.
There are several values clarification books by these authors; this is the basic one. It contains easy-to-follow directions for value clarification activities, most of which can be adapted for the middle school classroom.

Timmerman, Tim. *Growing Up Alive: Humanistic Education for the Pre-Teen.* Amherst, MA: Mandala, 1975.
The first section of this book explains the philosophical basis for humanistic education for pre-teens, including a very fine discussion of characteristics and needs of the students. The second section is a how-to cookbook of methods and learning activities for helping students achieve what the author calls their "human potential". The last section includes a bibliography and other helpful sources for learning more about humanistic education. Topics included are trust/mistrust, autonomy/shame, doubt; iniative/guilt; industry/inferiority; intimacy/isolation; and others. Specific skill sessions include group process skills, communication skills, and problem-solving and decision-making skills, with many classroom activities.

For Parents and/or Children:

Berman, Eleanor. *The Cooperating Family.* Englewood Cliffs, NJ: Prentice-Hall, 1977.
This book describes the cooperative arrangements which evolved in a single-parent family, but it is equally applicable to a two-parent setting. It is very practical for helping children develop responsibility within the home.

Booraem, Curtis, John Flowers, and Bernard Schwartz. *Help Your Children Be Self-Confident.* Englewood Cliffs, NJ: Prentice-Hall, 1978.
Assertiveness training for children is the focus of this book. It includes chapters on "Parents as Teachers of Assertive Social Skills" and "Assertive Social Skills Training in the Classroom."

Curtis, Jean. *A Guide for Working Mothers.* New York: Simon and Schuster, 1975.
Topics include an examination of attitudes and tradition; stereotypes; child care; housework; and other areas of concern to the working mother.

Dodson, Fitzhugh. *How to Discipline With Love.* New York: Signet, 1977.
Subtitled "From Crib to College", the author takes a behaviorist approach to childrearing and discipline. He includes punishment, problem-solving techniques, and sections on middle childhood, pre- and early adolescence.

Gardner, Richard A. *The Parents Book about Divorce.* New York: Bantam Books, 1977.

This book is divided into these subheadings: Contemplating Divorce; Telling the Children; Early Post-Separation Adjustment; Dealing With Children's Post-Separation Problems; and other similar areas.

Hummel, Dean, and Carl McDaniels. *How To Help Your Child Plan a Career.* Washington, DC: Acropolis, 1979.

The authors have compiled information on careers and devised a series of career games parents can play with their children. The book lists resources and tells how to get career planning help from other people.

Krumboltz, John and Helen. *Changing Children's Behavior.* Englewood Cliffs, NJ: 1972.

This book is a most interesting presentation of behavior modification theory and practice. Each small segment of theory is followed by a vignette of an actual situation, followed by a short discussion of how the case study illustrated the principle. One can see how the principles apply to the classroom and to home situations.

National Education Association. *Sex Role Stereotyping in the Schools.* 1977.

Such topics as sexism in language, the sex bias in texts, sex stereotyping in guidance, sexual politics in the classroom, and school athletics and sex discrimination are examined. The book also explains Title IX in detail and has a list of references for further reading.

Richards, Arlene and Irene Willis. *How To Get It Together When Your Parents Are Coming Apart.* New York: Bantam, 1977.

This book keeps disappearing out of counseling offices because the need for it is so great and the response from students is so good to it. It is written in clear, direct language for young people.

Tobias, Sheila. *Overcoming Math Anxiety.* New York: W. W. Norton, 1978.

Sheila Tobias is regarded as a leading authority on math anxiety, the fear and reluctance some people feel upon being required to do math. The book describes the problem, some supposed causes, and Tobias' views on treatment. This can be an important book for parents and children — and educators may want to read it before they enroll in statistics!

Winn, Marie. *The Plug-In Drug: Television, Children and the Family.* New York: Bantam, 1977.

The book cover asks, "Have your kids lost the ability to amuse themselves without television? Do they sit glued to the set — quietly, passively watching 'Batman' and 'The Muppets' — almost as if in a trance? Are they having trouble concentrating on schoolwork? You're right to be worried." This somewhat sensational book explores television-watching as an addictive, undesirable habit. The author compares the characteristics of television-watching with those of drug addiction and concludes that television induces harmful addiction. The reader may or may not buy the idea, but it's an interesting concept to consider.

For a listing of print and non-print career education materials, see Bachelder, Linda and Claire G. Cole. "Career Education Materials for the Middle School," *Vocational Guidance Quarterly,* December 1980, 159-163.

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"Guidelines for Middle Schools in Virginia", Middle School Advisory Committee, Department of Education, Richmond, Virginia, 1980.

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APPENDIX A

THE ROLE OF THE MIDDLE SCHOOL COUNSELOR IN VIRGINIA

A. RATIONALE

The separation of pre- and early adolescents into middle schools necessitates the description of the role of the guidance counselor in the intermediate level school. Schools at this level are typically characterized as flexible, ever-changing, exploratory, and transitional between elementary and secondary schools. Recognizing the transitional nature of the schools, guidance counselors in middle schools function in programs that have elements of both elementary and secondary guidance programs, yet are specifically designed to meet the needs of the emerging adolescent. These needs include

1) developing an identity independent of adults;
2) clarifying values and resolving moral conflicts resulting from increased independence with wider contact with the world;
3) learning to cope with emotional, physical, and social changes that occur between childhood and adolescence;
4) exploring interests and capacities and their relationship to future education, work, and leisure;
5) seeking an understanding of self in relation to peer group; and
6) learning to make decisions and to accept responsibility for self.

The concept of the middle school, dedicated to the total development of the emerging adolescent, emphasizes the need for a strong guidance program as an integral part of the school. To be effective, this program must recognize students' rapid but varying rate of change and must be responsible both to the individual and to the students as a group. Such a program will include professionally trained counselors who possess skills in working with groups and with parents. They must be well-versed in the developmental tasks of the pre- and early adolescent as well as competent in traditional counseling skills. Active involvement of administrators, classroom teachers, parents, and others in the community is an essential part of a middle school guidance program.

B. OBJECTIVES

The middle school counselor, functioning in a well-planned, organized developmental guidance program, expects to assist.

1) students to interact and feel comfortable with themselves in relation to their peers;
2) students to establish some self-direction and independence from adults;

3) students to explore their own interests and capacities and relate them to future work, educational, and leisure pursuits;
4) the school to provide a good learning climate for students;
5) teachers, parents, and students to understand and accept physical, emotional and social changes of pre- and early adolescence;
6) students and their families through times of crisis, such as death or divorce;
7) other schools with the articulation of programming for students moving from elementary through the middle to the secondary level;
8) students to develop tentative career objectives and a high school program which will lead to future training and/or employment;
9) students to learn about graduation requirements in Virginia, including necessary units of credit and minimum competency testing; and
10) parents to learn more effective methods of coping with the problems and needs of their children.

C. FUNCTIONS

The focus of a middle school guidance program should be developmental and preventive in nature, though the counselor will of necessity deal with remedial or crisis concerns. A well-planned program will allow the counselor to function in such a way as to reduce the students' need for remedial counseling. A major emphasis will be on working with students in groups, since the group is the natural affiliation of the middle school student.

Functions of the counselor will include
1) counseling with students primarily in groups and individually as needed;
2) consulting with parents, teachers, and other adults about concerns of emerging adolescents;
3) helping students become aware of typical growth patterns by providing classroom and group guidance in areas such as career, personal, and social development;
4) serving as a resource person for teachers, parents, and others for information about and techniques useful with the age group;
5) referring students and their parents to other appropriate helping agencies or persons within and outside the school;
6) coordinating services for students and their parents both within and outside the school to insure communication and to avoid duplication;
7) increasing communication by linking students/parents/community and the school;
8) being active in public relations in the community both for the guidance program and for the school;
9) using tests and other means of student assessment to promote student self-knowledge;
10) planning with administrators, teachers, and others to provide a healthy learning situation appropriate to the age level;
11) participating as a team member as required by the school organizational structure;

12) organizing orientation programs so that a smooth transition occurs between the elementary, middle, and secondary levels of school;
13) facilitating educational placement within the school;
14) assuming responsibility for his/her continued professional growth in counseling, as well as the improvement of the profession;
15) assisting teachers and administrators in the identification and acceptance of each student's needs based on developmental tasks; and
16) providing for program evaluation for the purpose of accountability and continued program analysis and refinement.

This role statement was prepared by a joint committee of the Virginia School Counselor Association and the Virginia Association for Counselor Education and Supervision. Committee members include

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PUBLICATIONS

National Middle School Association

GUIDANCE IN THE MIDDLE SCHOOL: EVERYONE'S RESPONSIBILITY, Claire Cole (24 pages) ..... $ 3.25

TEACHER TO TEACHER, Nancy Doda (63 pages) 3.95

THE MIDDLE SCHOOL IN PROFILE, Lounsbury, Marani, and Compton (80 pages) 4.95

CHANGING FROM A JUNIOR HIGH SCHOOL TO A MIDDLE SCHOOL (Filmstrip/Cassette - Georgiady and Romano) 24.95

FIVE R's FOR MIDDLE SCHOOLS: STRATEGIES FOR TEACHING AFFECTIVE EDUCATION, Faith Brown (47 pages) 2.95

MIDDLE SCHOOL RESEARCH STUDIES 1980 (125 pages) 5.00

MIDDLE SCHOOL RESEARCH: SELECTED STUDIES, Volume I, 1977-79 (124 pages) 6.00

THE EMERGING ADOLESCENT: CHARACTERISTICS AND EDUCATIONAL IMPLICATIONS (56 pages) 2.95

GOOD SCHOOLS FOR MIDDLE GRADE YOUNGSTERS: CHARACTERISTICS, PRACTICES, RECOMMENDATIONS, William Morrison (36 pages) 2.50

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